DOCUMENT RESUME

ED 382 069 HE 028 256

AUTHOR Miller, Michael T.; Bila, Thomas A.
TITLE Reading Materials Perceived To Be Basic in the Training of Fund Raising Professionals.
PUB DATE [95]
NOTE 13p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Attitudes; *Fund Raising; Higher Education; Instructional Materials; Mail Surveys; Private Financial Support; Professional Development; *Reading Materials

ABSTRACT

This study surveyed fund raising professionals concerning the reading materials that they felt were important in the preparation of fund-raising executives. Each of the 39 individuals surveyed was asked to name five readings. A total of 80 different items were identified, of which 7 were identified as important by 20 or more respondents. These included: (1) "Designs for Fund Raising" (H. J. Seymour); (2) "MegaGifts: Who Gives Them, Who Gets Them" (J. Panas); (3) "Fund Raising" (J. Greenfield); (4) "The Raising of Money" (J. Lord); (5) "The Chronicle of Philanthropy"; (6) "The Art of Raising Money" (W. J. Smith); and (7) "Philanthropy and Voluntarism: An Annotated Bibliography" (D. N. Layton). The study found that all the reading materials identified dealt with general philanthropic issues, along with basic fund-raising systems and approaches. No consensus was observed in regard to materials that covered specific types of fund raising. (Contains 15 references.) (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 382 069

Reading Materials Perceived to be Basic in the Training of Fund Raising Professionals

Dr. Michael T. Miller
Assistant Professor of Higher Education
Area of Professional Studies
Box 870302
206 Wilson Hall
University of Alabama
Tuscaloosa, AL 35487
(205) 348-1170
FAX: (205) 348-2161
e-mail: mmiller@bamaed.ua.edu

Dr. Thomas A. Bila, CFRE
Executive Director
Rockford Memorial Development Foundation
2840 Glenwood Avenue
Rockford, IL 61101
(815) 968-1041
FAX: (815) 968-0209

Running Head: Fund Raising Readings

HE028 235

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Michael T. Miller

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

Abstract

Few would argue the growing importance of fund-raising organizations in American society; yet relatively few studies exist on the fund-raising professional. The current study provides an examination of the reading materials perceived to be basic to the training of future fund-raising professionals by Certified Fund Raising Executives. The results of the study provide a listing of seven basic readings in fund raising, and the implication which result from their identification.

The "fund raising" or "development" profession has grown steadily since the 1950s (Miller, 1993). Imbedded in this growth has been an increased reliance on various institutions to offer training and preparation for the next generation of fund-raising professionals. A number of centers and institutions of higher education now offer not-for-profit management training, and professional associations have created "certification" processes and procedures. What the majority of these professional development networks have failed to do, however, is open their curricula for scholarly dialogue.

A key component of virtually any professional training is the development or creation of a "baseline" body of knowledge to be referenced by all professionals. While the idea of fund-raiser training has been addressed, albeit loosely (Miller & Seagren, 1992) by the profession, the need for a qualified and highly trained non-profit workforce has become a necessity (Bila, 1991; Schwartz, 1988; Willard, 1984). To the disappointment of many, however, most programs have been driven by campus or local community resources, and not the expertise and skill of the profession.

The current investigation was based on the premise that a major component of the baseline body of knowledge needed for fund-raising professionals can be identified in the basic reading materials or texts of the profession. Rather than relying on implication, the current investigation was designed with the

purpose of identifying the reading materials perceived to be basic for those new to the fund-raising profession.

Background of Fund Raiser Preparation

The practice of fund raising has been classified into at least four phases, ranging from early, church-related beginnings, to the current period of systematic, technologically-enhanced fund raising. Miller and Seagren (1992) drew on this historical base to offer a system of fund-raiser preparation tied to the dual track of office management and technical or trade skills. A curriculum framed on these tracks, the authors contended, is bound together at both the beginning and the end of the institutionally specific needs and hands-on, applied experience.

The same types of topics have been identified and included in a number of graduate level training and development programs. As many as 82 graduate education programs have been identified which offer some type of not-for-profit education, and have been offered by such academic departments as business administration, communications, education, human services, public affairs and public administration, and philanthropy and leadership (ALDE, 1992). In addition to these 82 organizations which offer certificates, masters' degrees, and doctorates, there are 26 research centers which focus on philanthropy and not-for-profit organizations. The research centers, on average, direct 41 percent of their efforts to actual research, 38 percent of their efforts to some form of teaching or public education, and the

remainder of their efforts go into such activities as public service, archives preservation, demonstrations, and conferences or publications (Independent Sector, 1991).

Aside from these agencies which provide training for fund raising professionals, the profession has been conceptualized as loosely structured with success defined by empirical evidence of success and failure (Bila, 1991). In this context, the "fund-raising professional" remains difficult to define (Willard, 1984). The successful professional has been described as one committed to advancing the "cause" of the office (Brakeley, 1980), coupled with strong managerial and organizational skills (Schneiter & nelson, 1982; Stuhr, 1985). Miller and Seagren (1992) found approximate equal weight placed on managerial skills and fund-raising skills. This equity in rating has also been reported by Ast, Moore, and Rook (1986) and Brod (1986), who all recognized the need for the technical skills of fund raising, human relations skills, and conceptual skills.

Clouding fund-raiser training, however, is the movement which claims tailoring each job description to the specific organization is the most appropriate means of assuring fund-raising success (Burdette, 1987). Claiming that the contextual nature of an agency will best dictate the type of individual and the individual training needed, appears to have historical roots (Rowland, 1977) and a firm grounding in self-assessment (Matheny, 1987). The generalizable nature of this paradigm, however, makes it difficult to frame any particular body of knowledge for all

fund-raising professionals.

Methods

The identification of basic reading materials is a relatively rare, yet effective means of providing definition to a subject area. The method has been used in student affairs (Kuh, Bean, Bradley, & Coomes, 1986), higher education graduate study (Miller & Nelson, 1994), and vocational teacher education (Miller & Husmann, 1992). For the exploratory purpose of this study, the method of identifying reading materials to reveal something about needed training for fund-raising professionals was assumed.

To collect the data for the study, 55 fund raising professional who had achieved the National Society of Fund Raising Executives' (NSFRE) Certified Fund Raising Executive (CFRE) status were randomly selected. The sample was asked, through a mail-survey questionnaire, to identify the five reading materials they felt were basic in the preparation of fund-raising executives. Data were collected in the 1993-1994 academic year.

Findings

Of the 55 surveys mailed, 39 were eventually returned for data tabulation, resulting in a 71 percent response rate. These CFREs generated a total of 171 responses, including 80 different

reading materials, averaging 4.38 reading identified per respondent.

A strong degree of consensus was reached on seven materials, as evidenced by their recurrence in being mentioned by respondents. These reading materials had been mentioned 20 or more times, and had recent publication dates. No reading was specific to a particular type or style of fund raising, but on face value, dealt with the general topic of fund raising. The most frequently mentioned response was Seymour's 1988 Designs for Fund Raising, which was indicated to be essential by 26 respondents. Panas' 1989 MegaGifts was mentioned by 24 respondents, and Greenfield's 1991 Fund Raising was mentioned by 23 respondents. Table 1 provides a listing of the reading materials identified by 20 or more respondents, and the frequency for which they were mentioned.

Discussion

The fund-raising profession is somewhat ambiguous, in part because of its recent growth, and in part because of the unique dimensions and demands placed on the fund-raising professional. No set and tested curricula currently dictates an "approved" training for fund raisers, and for that reason, the current study was designed to explore perceived basic reading materials that could be used to enhance the training of fund raisers. Based on the data collected, several conclusions important to fund-raising professionals and those who work in their training, be it higher

education faculty or association executives, may subsequently be reached.

First, the reading materials identified all deal with the general issue of "fund raising," basic donor motives, the organization and need for philanthropy, and basic fund-raising systems and approaches. No consensus was reached on readings which dealt with specific types of fund raising (e.g., deferred or annual giving), and The Chronicle of Philanthropy, a general, broad-scope weekly newspaper, was the only non-book which achieved consensus by CFREs.

Second, all publications were published fairly recently, indicating the current trend in formalizing the profession, and keeping abreast of "new" happenings or materials germane to philanthropy. Alternatively, Seymour's original 1966 edition of Designs for Fund Raising could be referred to as a contemporary classic, based on its continued reference, longevity, and relative importance to the profession.

Results of the study also provided a prelude to the design of an overall curriculum for fund raising professionals. The experts who responded to the study seemed to indicate that the training of future professionals should be grounded in a basic understanding of fund-raising philosophies, lending to the comprehension of such questions as: "Why do charities exist, why do people give, and who benefits from not-for-profits?"

Respondents, perhaps, were indicating that an understanding of fund raising should precede specific technique or management readings, or teaching in those areas. This developmental approach to fund-raising instruction would follow many teaching styles in human resource management, in which managerial or supervisory skill instruction follows some specific skill or technical instruction, aiming for integration and application of technical skills to less specific instruction grounded in the social sciences.

Overall, the readings identified by respondents begin to offer some direction in both the preparation of fund-raising professionals and the knowledge base necessary for developing curriculum in philanthropy and fund raising. Additionally, the fund-raising community may look to the results of this and other on-going investigations as a calling for better establishing an academic base for the continued study of fund raising.

References

ALDE. (1992). A listing of organizations offering graduate training in institutional advancement. Verona, WI: Association of Lutheran Development Officers.

Ast, S. T., Moore, W. M., & Rook, A. (1986). Getting a line on this line of work. NSFRE Journal, 6(2), 36-50.

Bila, T. A. (1991). Certified fund raising executives: Their profile and the approaches they have used to obtain their current employment. Doctoral dissertation, Southern Illinois University at Carbondale.

Brakeley, G. A. (1980). What to look for in a fund raising staff. The Grantsmanship Center News, 16-25.

Brod, I. (May 1986). Recruiting a fund raiser, here are the qualities to look for. FRI Bulletin, 1-2.

Independent Sector. (1991, June 4). Twenty-six research centers on philanthropy and non-profits. The Chronicle of Higher Education, A34.

Kuh, G. D., Bean, J. P., Bradley, R. K., & Coomes, M. D. (1986). Contributions of student affairs journals to the literature on college students. Journal of College Student Personnel, 292-304.

Matheny, R. E. (1987). Selective ignorance, the effective manager's secret weapon. NSFRE Journal, 12(2), 14-16.

Miller, M. T. (1993). Historical perspectives on the development of academic fund raising. Journal of Instructional Psychology, 20(3), 237-242.

Miller, M. T., & Husmann, D. E. (1992). Priority reading materials in vocational teacher education: What students should be reading. Resources in Education (ERIC Clearinghouse on Adult, Career, and Vocational Education Reproduction Series Number ED 345 005).

Miller, M. T., & Seagren, A. T. (1992). Characteristics of development officers: Implications for the fund raising curriculum. Resources in Education (ERIC Clearinghouse for Higher Education Reproduction Series Number ED 349 901).

Rowland, A. W. (Ed.). (1977). Handbook for institutional advancement. San Francisco: Jossey-Bass.

Schwartz, J. J. (1988). The current climate and major trends in American philanthropy. The Journal of Contemporary Issues in Fund Raising, 37-45.

Stuhr, R. L. (1985). What makes a successful development program. Momentum, 16(3), 10-12.

Willard, T. J. (1984). A study of the characteristics of successful chief development officers in selected private colleges and universities. Doctoral dissertation, University of Colorado, Boulder, CO.

Table 1

Readings Perceived Basic to Fund Raiser Preparation

Reading	Frequency	% of N
Seymour, H. J. (1988). Designs for Fund Raising (2nd ed.). Fund Raising Institute.	26	66%
Panas, J. (1989). MegaGifts: Who Gives Them, Who Gets Them. Pluribus Press.	24	61
Greenfield, J. (1991). Fund Raising. John Wiley & Sons.	23	59
Lord, J. (1989). The Raising of Money. Third Sector Press.	21	54
The Chronicle of Philanthropy	20	51
Smith, W. J. (1985). The Art of Raising Money. American Management Association.	20	51
Layton, D. N. (1987). Philanthropy and Voluntarism: An Annotated Bibliography. The Foundation Center.	20	51